

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process**

**Hopkinton School District
SAU#66**

**Focused Monitoring Report
2014-2015**

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Meghan Bamford, Special Education Director

**Technical Assistants:
Diane Lurvey
Kathy Skogland**

Report June 1, 2015

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2. Introduction

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Essential Question:

What are effective practices that can be instituted in the Hopkinton School District that will close the achievement gap between students identified with learning disabilities and those students not identified with learning disabilities?

Date of Report: June 1, 2015

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2014-2015 school year, and more importantly will contain a limited number of well-defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

New Hampshire Department of Education Technical Assistants: (LIST)

Diane Lurvey

Kathy Skogland

Leadership Team Members:

Steven M. Chamberlin, Superintendent of Schools

Meghan Bamford, Director of Student Services

Michelle Clark, Business Administrator

Mathew Stone, Technology Director

William Carozza, Principal, Harold Martin School

Michael Bessette, Principal, Maple Street School

Christopher Kelley, Principal, Hopkinton Middle and High Schools

Rebecca Gagnon, Assistant Principal, Hopkinton Middle and High Schools

Achievement Team Members:

Kelly Conley, Reading Specialist, Hopkinton Middle and High Schools

Carol Ann Neff, Reading Specialist, Maple Street School

Steve Chamberlin, Superintendent of Schools

Eileen Reinacher, Special Education Teacher, Hopkinton High School (limited)

Tim Carson, Special Education Teacher, Special Ed Building Coordinator, Special Ed Department Head (limited)

Bonnie McAuliffe, Special Education Teacher, Harold Martin School

Joan Follansbee, Third Grade Teacher, Harold Martin School

Tara Shortt, Sixth Grade Teacher, Maple Street School

Michael Bessette, Principal, Maple Street School

William Carozza, Principal, Harold Martin School

Rebecca Gagnon, Assistant Principal, Hopkinton Middle and High Schools

Kristen Jacques, Fifth Grade Teacher, Maple Street School.

Deidre Smith, Reading Specialist, Elementary

Diana Morin, English Teacher, Hopkinton Middle and High Schools

Elizabeth Cannon, Reading Specialist, Harold Martin School

Meghan Bamford, Director of Student Services

Patricia Roberts, Fourth Grade Teacher, Maple Street School

Bette House-Myers Special Education Teacher, Maple Street School, Out of District Coordinator

3. Focused Monitoring Activities

The Focused Monitoring Process is designed to meet the individual needs of each selected school district. As a result, each district progresses through process at a different pace and often in a unique sequence. Please utilize this section of the report to capture the process and activities utilized in your district.

The following list of focus areas and methodologies should serve as a **guide** as this portion of the report is developed. Not all of the items listed will be addressed by one district; please select and expand upon the activities and processes utilized in your district. Refer to the Focused Monitoring Timeline Document, past agendas and minutes to assist with this portion of the report. (Include all meeting dates, i.e.: focus groups and training sessions)

September

Inventory and Mapping of Initiatives and Current Practices

Data Review – special education student success in college (included in addendum)

Four Questions plus 1 Activity

All District Staff brainstorming responses to two questions regarding factors impacting student achievement:

1. What causes the achievement gap?
2. What would reduce the achievement gap?

October

Data Review: Disability analysis of the Hopkinton School District (included as an addendum)

Additional work on all District staff brainstorming activity: Classification into Assessment, Instruction, Curriculum, Culture & Climate

Special Education in HSD – an overview

Description of District Goals and Objectives

November

Guest Speaker: Bob Greenleaf on Hatties Visible Learning

Introduced (Plan Do Study Act) PDSA Process

Hypothesis Development

Read an article digging deeper on John Hattie's work

Cross walked the District's vision of instruction (Magnificent Seven) and Hatties top 10 (Magnificent Seven included as an addendum).

Introduced Problem Solving Model

December

Hypothesis Development

Continued PDSA protocol

Introduced 5 Step Inquiry Process

Methods of Communicating the Work to the School Board and Community

Sub-group Formation: instruction and curriculum

January

Special Ed subcommittee report out

Review of Hopkinton School District Curriculum Development Process

Reflection activity

Subcommittee work and report out

February

Reviewed article with 4 A's (Assumptions, Agree, Argue, Aspire) protocol
Introduced to Action Plan Documentation

March

Article Review Chenoweth "How Do We Get There From Here" Four A's Protocol.
Subcommittee work- Instruction and Curriculum
Introduced change process activity – where are we on the continuum of change...
Book Club – Hattie's Visible Learning for Teachers

April

Tornado Activity – change simulation
www.trainingforchange.org -Four Roles in Social Change
Subcommittee work time
HSD application for participation in a UDL grant is approved

May

Subcommittee work
Traffic Light Activity – Audited/prioritized current initiatives...noted change in mindset
Worked on Action Plan

June

Review action plans
Review sustainability components in final report
Presentations by college credit folks

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

HOPKINTON SCHOOL DISTRICT 2015-2016 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: 1. Students with Disabilities, grades K-8, will improve their performance in ELA by moving from their 9/2015 baseline (TBD) to their 6/2016 target (TBD) as measured by STAR.
2. Students with Disabilities, grades 9-12, will improve their performance in ELA by moving from their 9/2015 baseline (TBD) to their 6/2016 target (TBD) as measured by Edmentum.

Objective #1: To create an articulated aligned, accessible, and visible ELA curriculum by June 2016

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
1. To Develop a HSD glossary of curriculum related terms	Curriculum Related Resources NH DOE Network Substitute	Leader: Superintendent Participants: members of the FM/AT, HSD Curriculum Council, HMHS NEASC Curriculum	1. March – July 2015	Evidence 1. Collection of resources housed on HSD network (on DOE network) 2. Draft of Glossary Monitoring Review in Grade Level/	1. Survey of teacher regarding the impact of codifying terms on instruction. 2. Student performance on standardized and localized assessment achievement 3. Survey of students regarding engagement

	Teachers Meeting Space	Sub Committee, Leadership Team Members		Department Teams	
2. Development of a HSD curriculum template	Model templates, collaboration time, professional learning time	Leader: Superintendent Participants: members of the FM/AT, Curriculum Council, HMHS Curriculum Sub Committee, LT	March – June 2015	1. The creation of the template 2. Collection of feedback on the template - including a space for increasing student engagement.	<i>Qualitative</i> Observation of teachers utilizing template in planning and instruction Survey of teachers – measuring job satisfaction...teaching with a visible, aligned curriculum Survey of students: measuring engagement <i>Quantitative</i> Student performance on standardized and local assessments
3. Complete template form for all ELA Standards	Funding for staff to complete the work Possibly funds for a curriculum warehousing software package Funding for a consultant to	Project leader Participants Some members of the leadership team Curriculum Development Team Curriculum Development Consultant	July 1 – June 1. 2016	Monthly updates to the leadership team and curriculum council Regular meetings with the Curriculum Development Consultant	<i>Qualitative</i> Observation of teachers utilizing template in planning and instruction Survey of teachers – measuring job satisfaction...teaching with a visible, aligned curriculum Survey of students measuring engagement <i>Quantitative</i> Student performance on

	<p>lead the development Team</p> <p>Visit to Exemplar School District to investigate warehousing models</p>				standardized and local assessments
4. Advocate for and propose a new summer curriculum funding model	Title grants, FM funds, District funds Budget to be developed with FM/AT	LT, Sup, Curriculum Council, FM/AT	March – April	Develop support Documents - Timeline Calendar Selection Process – Participants and teams leaders	<p>Debriefing with members of the team on the effectiveness of a targeted focused summer curriculum model.</p> <p>Survey of team members</p> <p>Review of end product</p>
5. Develop an accountability system for implementation of the visible curriculum	<p>Stage I:</p> <p>Time: collaboration time for grade levels, departments</p> <p>Stage II</p> <p>Training: Development of Professional learning</p>	<p>Superintendent</p> <p>Building Administration</p> <p>Input from members of the FM/AT, HSD Curriculum Council, HMHS NEASC Curriculum Sub Committee</p>	Sept 2015 – Sept 2017	<p>Stage I</p> <p>The superintendent will be attending monthly Grade level and department meetings to discuss the implementation of curriculum.</p> <p>Stage II</p> <p>Building goals will include statement regarding professional learning community implementation</p>	<p><i>Qualitative</i></p> <p>Observation of teachers utilizing template in planning and instruction</p> <p>Survey of teachers – measuring job satisfaction...teaching with a visible, aligned curriculum</p> <p>Survey of students measuring engagement</p> <p><i>Quantitative</i></p> <p>Student performance on</p>

	community infrastructure and philosophy to promote systemic thinking Stage III Develop and advocate for a position to oversee Hopkinton School District curriculum				standardized and local assessments
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Objective #2: To establish an ongoing process of continuous improvement that assures instructional practices are consistently aligned with high effect strategies. □

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
<p>1. Implement PD focused on hi-effect strategies; focus on Hattie</p> <p>1a: FM Subcommittee read: Instructional Rounds book and consider developing IR process;</p> <p>1b: Design student survey (age appropriate) PURPOSE: see “**”, column 6 of this document.</p>	<p>PD funds for speaker (\$500 est.)</p> <p>\$300.00 for “Rounds in Education” text (\$25/person)</p>	<p>FM Instructional Subcomm (need more representation from middle/high school); building principals</p>	<p>1 and 1a: Initial PD: Sept/Oct.</p> <p>1a: winter school visits</p> <p>1b: November ‘15</p> <p>Group will meet bi-monthly</p>	<p>Attendance logs: MLP; speaker contract; PCI’s/notes from bi-monthly subcomm meetings; teachers displaying hi-effect strategies</p> <p>1a: notes from subcomm book discussion; attendance; visit(s) to LEA’s practicing IR</p> <p>1b: Evidence of survey; survey administration date(s)</p>	<p>1a: Collecting baseline data STAR, CBM’s, Fountas and Pinnell benchmark data collected (triangulated?) and analyzed quarterly to establish connection between FM work and growth in student performance; data from pilot of IR</p> <p>1b: district-designed student survey data</p> <p>See 1a above; **Also: students are able to identify hi-effect instructional strategies that are effective for them (“What worked for you?”) Build toward self-awareness and personal goal setting.</p>

<p>2. a) Develop and b) implement “Learning Walks” based on PD, text read, student survey results;</p> <p>1. Pilot IR</p> <p>2. Rollout IR to full staff</p> <p>3. Consider adopting “collaborative model” for discussion and implementation of hi-effect strategies; develop meeting protocols (e.g. PLC’s, Data Teams)</p>	<p>2b: \$65/substitute for 10 teachers</p>	<p>See above</p>	<p>2a. Winter 2015 (template)</p> <p>2b: Early spring, 2016 (LW in operation)</p> <p>3. Spring 2016</p> <p>4. Fall 2016</p> <p>5. TBD</p>	<p>2a: Established working definition of “instructional feedback” and what evidence of feedback looks like; completed Learning Walk template</p> <p>2b: Volunteers for LW’s established; training conducted for observers and “observees”; schedule established for classroom visits/observations; results from LW aggregated, analyzed, and patterns established; results/feedback to faculty; next steps established based on LW findings (see #5 in first column)</p>	
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<p>OBJECTIVE 3: To continue the work of the Special Education Subcommittee</p> <ol style="list-style-type: none"> 1. To complete and analyze the Special Education Survey, resulting in findings and recommendations for HSD 2. To implement the NHDOE Grant in support of Universal Design for Learning 	TBD	TBD	TBD	TBD	TBD
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6. Next Steps

Communication

- A. Introducing/Rolling out FM Action Plan
 - a. Distribute End-of-Year of Report of FM work to staff – recommended reading list
 - b. Discuss during individual teacher evaluation plan meetings July/August – pointing out connections of FM work to current district work
 - c. Include themes, work in welcome back to school activities –
 - i. Superintendent, building, department, grade levels
- B. Communicating Progress
 - a. Staff meetings throughout the year
 - b. Intersperse themes and connections in district wide emails
- C. Regular communication from newly formed Instruction Committee and UDL Team

Ownership and sustainability

- A. Regular review of action plan at the beginning of the extended leadership team meetings
- B. Regular review at grade level team meetings/PLC meetings – ensuring each PLC has a FM/AT representative
- C. Integrate in TEP, PLC, Building goals
- D. FM/AT meeting three times of the year
- E. Curriculum Council will support the development of the curriculum
- F. An instruction committee will be formed overseeing the implementation of the instruction action plan
 - a. Regular monthly meeting
 - b. After school time (2 - 4)
 - c. Some release time (full day, to ½ day as the year progresses)
- G. Celebrate Change

Collecting Data

- A. K – 6: input data in the kid grid
- B. Begin the utilization of performance tracker to track student achievement in ELA
- C. Utilize STAR data in September to serve as baseline data
- D. Additional data, including surveys regarding student engagement, will be collected
- E. FM subcommittees to meet to look at achievement data
- F. Investigate the creation of a local assessment at 9-12 to gauge achievement in ELA

Addenda

September 16, 2014

Goal: High School Plus

(High School Plus is defined as *every student* being prepared to achieve certification in a specialty area or a college/university degree when graduating from Hopkinton High School.)

REPORT: POST HIGH SCHOOL PLANS FOR THE CLASS OF 2014

Members of the Class of 2014 are expected to attend the following colleges and universities:

Post High School Plans	
Champlain College	Plymouth State University
Anderson University	Rochester Institute of Technology
Berklee College of Music	Roger Williams University
Boston University	Southern New Hampshire University
Clark University	St. Anselm College
Colby-Sawyer College (3)	State University of New York at Cobleskill
College of St. Rose	Stetson University
Concordia University	Syracuse University
DePaul University	Universal Technical Institute
Emmanuel College	University of Connecticut
Fordham University	University of Maine
George Washington University	University of Maine at Farmington
Hampshire College (2)	University of New Hampshire (13)
Keene State College (3)	University of Southern California
Laird Institute of Spa Therapy (2)	University of Tampa (2)
Lakes Region Community College	Utah State University



HOPKINTON SCHOOL DISTRICT

School Administrative Unit 66

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Marist University	West Virginia University
Merrimack College	Western Washington University
New England College	Wheaton College
New Hampshire Technical Institute (8)	Xavier University
Northeastern University (2)	

Notables:

- 84 members of the Class of 2014: 41 female and 43 male
- 69% are entering a four year college or university
- 15% are entering a two year college or university
- 7 % are joining the workforce
- 4 students are participating in a Gap Year (A formal year between high school and college attendance)
- 6 Students are heading right into the workforce
- 2 students are joining the military
- 1 student is participating in a postgraduate year at a private high school
- 47 students will be attending a college or university in New England
- 33 students will be attending a college or university in New Hampshire
- 4 students will be attending a college or university west of the Mississippi River

This year, an additional analysis of post high school plans for special education students was completed. Data for acceptance in to a post-secondary academic institution is strong. Data regarding continued attendance or completion of the program is getting stronger (Naviance, State Reporting). Results for the last five years is being reported, as this is the first time data has been disaggregated in this manner.

	Graduation Year	Percent of students accepted into a college/university or vocational training program
1.	2014	83%
2.	2013	80%
3.	2012	85%
4.	2011	86%
5.	2010	75%
	Average %	82%

Respectfully submitted,

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HOPKINTON SCHOOL DISTRICT

School Administrative Unit 66

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Disability Analysis

School	Grade	Students identified	Total # of students 11/17/2014	Percentage
HMS	P	9	26	35%
	K	7	49	14%
	1	4	50	8%
	2	18	57	32%
	3	15	70	22%
HMS Total		53	252	
MSS	4	16	71	23%
	5	12	80	15%
	6	14	77	19%
MSS Total		42	228	18%
Middle School	7	18	68	27%
	8	14	63	22%
MH Total		32	131	24%
High School	9	9	71	13%
	10	14	62	23%
	11	11	73	15%
	12	10	65	16%
HS Total		44	271	16%
District Total		173	882	20%
Out of District/ Tuitioned in/ Charter School (all Spec.Ed)	4	173 + 4 = 177	882	20%

Note: State of NH's identification rate is 14.8% for 2011

11/17/2014

Information pulled from NHEIS at 10:00 am



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HOPKINTON SCHOOL DISTRICT

School Administrative Unit 66

Hopkinton Data: HSD Disability Analysis

<u>Primary Disability</u>	Approximate Number of Students	Percentage of our students	State-wide percentage from 10/2013
1. Emotional Disturbance	2/177	1.1%	7.37%
2. Traumatic Brain Injury	1/177	0.5%	.26%
3. Intellectual Disability	2/177	1.1%	2.58%
4. Deafness/ Hearing Impairment	3/177	1.7%	(Hearing impairments) 0.79%
5. Multiple Disabilities	3/177	1.7%	1.41%
6. Autism	6/177	3.4%	8.34%
7. Speech and Language Impairment	15/177	8.5%	16.38%
8. Develop- mental Delay	18/177	10.2%	9.9%
9. Other Health Impairment	26/177	14.7%	18.5%
9. Specific Learning Disability	101/177	57.1%	34.27%

Analysis 11/17/14
M. Bamford